Name: Rachel Fischhoff Grade: 5 Date: 4/23/2012

Chapter 10: Tensions Building

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| Lesson Sources: Social Studies Alive, TCI |
| Lesson Objectives: Students will consider who has power and how that relates to the decisions made by British authorities and colonists in the late 1700s. |
| Standards: |
| Multicultural Content: Consideration of power/hierarchy in past—links to present? |
| Materials and Advanced Preparation: SmartBoard |
| Prior Knowledge and Skills Needed: working knowledge of colonization, some law-making processes |
| Key/New Vocabulary: colonist, proclamation, act |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Historians, last week we started looking at some of the things that happened between British authorities and colonists in the 1700s. * We know that the relationship is getting tense. * Today we will find out what kinds of decisions British authorities were making, and why colonists disagreed. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Historians are interested in who has power—who gets to make decisions? Who doesn’t get to make decisions? How do people make their voices heard, even when they don’t have decision making power? * Walk through a few of the acts—What happened? Who had decision making power? Who disagreed? What did they do? * **How will this go? What will it look/sound like?** | * Active listening * Talking back to my assessments. | * Some participation |
|  | **3. Have-A-Go (optional)**  Boston Massacre: tell the story of the night  T&T—Who had power? who disagreed? What did they do about it? | * Partner talk—how to analyze this event in previously set up framework | * Listening in * Facilitating share out |
| **Anticipated Responses/Outcomes:**   * This one is a complicated event—who had power that night? And after? * Might be worth steering conversation toward “what is power?” “how can we recognize power in history?” | | | |
|  | **4. The Link**  Continue with last slides/events | **(Workshop Time)**   * Students will co-construct slides on 2 more historical events | * Sharing out |
|  | **5. Closing (at the share)**  If time, read further to learn about King George and his reactions  Review: who has power? who disagrees? What can colonists do to talk back to power?  Make predictions—what might happen next? | * Review ideas * Predicitons | * Review work that we did today |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

Rachel,

Obviously, this is an outline. How will you structure this lesson so it is well paced and all students are engaged? I like your slides for the smartboard. Are they designed to support a discussion? Is there a way for you to think about the students asking and answering these questions themselves?

I like the way you are thinking about the content, and just want to make sure that the lesson (s) is/are structured well.